



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1550 W Summit Place, Chandler, AZ 85224

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Carlos R Alvarado
Schedule : 08:00 AM to 04:00 PM
Grades : 7-9
Web Address : www.mpsaz.org/hendrix
Phone Number : (480) 472-3300
Fax Number : (480) 472-3320
E-mail : cralvara@mpsaz.org

Mission

The staff at Hendrix Junior High School is committed to providing all students the opportunity to be resourceful, productive and contributing members of society with a commitment to lifelong learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The percentage of 7th grade Hendrix Junior High students that passed the Reading, Writing & Math components of the AIMS exam exceeded district and state averages.
- ü The percentage of 8th grade students that passed the Reading & Math components of the AIMS exam exceeded district and state averages. The percentage of 8th graders that passed the Writing component of the AIMS exam matched the district average.
- ü Hendrix Junior High received an "AZ Learns" school rating of "Highly Performing" for the 2005-06 school year. Hendrix Junior High did meet all Academic Achievement goals as required by Mesa Public Schools for the 2005-06 school year.
- ü Hendrix Junior High did meet the Adequate Yearly Progress requirement as defined and mandated by the federal "No Child Left Behind" legislation. Hendrix also met the Quality Service goal as required by Mesa Public Schools for the 2005-06 school year.

Enrollment

October 1, 2005 School Year Student Enrollment : 982
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 101

Instructional Programs

- Ü Gifted & Honors Courses
- Ü ESL / Bilingual Courses
- Ü Tutoring and Study Skills
- Ü On-site Special Educational Services
- Ü Service Learning
- Ü Technology-Based Learning
- Ü Accelerated Music Ensembles
- Ü Counseling Groups / Mentor Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Hendrix is an invitational school that provides a quality education in a safe, secure environment, that is conducive to learning, for all students of all backgrounds and abilities. We maintain high expectations for student academic and social development with the major emphasis on academic achievement, and social development as a secondary goal. Our teachers possess both knowledge and skill and communicate regularly and openly with parents seeking their support and input.

Parents

Parents play an active role in their child's education through support of school policies (such as attendance and dress code), programs and activities. They should provide appropriate meals, clothing, and an area for homework to be completed. Communication with teachers is essential. Parents will support the school staff on matters concerning academic achievement and appropriate behavior.

Transportation Policy

Busing is provided for all students living more than one and a half miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Concert Band/Concert Orchestra/Concert Choir	2006
Ü MathCounts Various Local and Regional Titles	2006
Ü Math Testing - Various Local and Regional Titles	2006
Ü City Champions - Football, B Tennis / G Tennis, Dance	2006

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	298	5532	78546	96	96	97	559	556	543	4	10	15	15	14	18	61	54	52	19	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	2692	38645	98	97	98	555	557	545	4	9	13	16	14	18	63	56	54	17	20	15
Male	154	2839	39792	94	95	97	563	556	542	5	11	17	14	15	17	59	53	50	22	21	15
African American	18	226	4205	95	95	97	524	536	524	17	16	22	22	16	22	61	57	49	NA	11	7
Hispanic	76	1826	31177	94	95	97	539	530	524	7	19	22	29	22	23	54	51	48	11	8	7
Asian/Pacific Islander	18	132	1940	100	98	99	577	575	580	6	5	5	6	9	9	44	58	53	44	27	33
American Indian/Alaskan Native	11	257	4689	100	94	95	572	525	515	9	23	28	9	22	25	55	48	43	27	7	4
White	175	3090	36450	96	96	97	569	575	563	2	4	7	10	10	12	66	57	57	22	30	23
Students with Disabilities	16	392	8093	76	71	82	518	497	489	13	39	50	31	28	24	56	30	23	NA	3	2
Students without Disabilities	282	5140	70453	98	98	100	561	560	549	4	8	11	14	13	17	61	56	56	21	22	16
Limited English Proficient Students	14	505	9323	100	94	94	507	492	491	21	45	47	43	28	28	36	27	24	NA	0	1
Migrant Students	--	32	674	--	91	95	--	513	515	--	31	28	--	22	27	--	44	40	--	3	5
Economically Disadvantaged	104	2500	34694	97	94	96	546	533	524	8	18	23	21	21	23	58	51	48	13	10	7
Non-Economically Disadvantaged	194	3032	43852	96	97	99	566	575	559	3	4	10	12	9	13	63	57	56	23	30	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	296	5530	79045	95	96	98	532	521	512	3	7	10	16	21	25	69	63	58	12	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	143	2703	38860	97	97	98	534	527	519	2	5	7	14	19	22	73	65	62	11	11	8
Male	153	2826	40075	94	94	97	530	515	505	3	9	12	18	22	28	66	61	54	12	8	6
African American	18	228	4250	95	95	98	500	507	500	6	9	12	33	24	31	61	64	54	NA	3	3
Hispanic	76	1811	31314	94	95	98	515	497	493	7	14	16	22	30	34	66	52	48	5	3	2
Asian/Pacific Islander	18	133	1949	100	99	99	532	530	536	NA	4	4	17	17	15	78	68	66	6	11	15
American Indian/Alaskan Native	11	256	4719	100	94	96	543	494	489	NA	9	15	36	41	39	36	46	45	27	4	2
White	173	3101	36730	95	97	98	542	538	532	1	2	4	10	13	16	73	71	68	16	14	12
Students with Disabilities	14	386	8552	67	70	87	504	469	463	7	26	35	43	44	40	43	29	23	7	2	1
Students without Disabilities	282	5144	70493	98	99	100	533	524	517	2	6	7	15	19	24	71	66	62	12	10	8
Limited English Proficient Students	13	493	9355	93	92	95	472	456	456	23	37	37	46	47	48	31	17	15	NA	NA	0
Migrant Students	--	31	682	--	89	96	--	480	480	--	23	23	--	35	37	--	42	39	--	NA	1
Economically Disadvantaged	103	2483	34922	96	94	96	515	500	493	5	12	15	25	30	34	65	53	48	5	4	3
Non-Economically Disadvantaged	193	3047	44123	95	98	99	541	538	527	2	3	6	11	13	18	72	71	66	16	14	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	295	5561	79657	95	96	99	578	564	566	2	3	3	3	8	8	95	88	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	2711	39120	98	97	99	591	578	580	NA	2	2	NA	4	4	100	93	92	NA	1	2
Male	151	2849	40423	93	95	98	565	551	553	3	4	5	6	12	12	91	83	83	NA	1	1
African American	18	228	4290	95	95	99	569	555	560	6	5	4	NA	9	9	94	86	86	NA	NA	1
Hispanic	78	1839	31642	96	96	99	569	546	552	1	6	5	4	12	11	95	82	84	NA	1	0
Asian/Pacific Islander	17	133	1948	94	99	99	591	581	589	NA	1	1	6	5	3	94	92	91	NA	2	4
American Indian/Alaskan Native	11	257	4760	100	94	97	582	545	547	NA	4	5	NA	16	14	100	80	81	NA	0	0
White	171	3103	36929	94	97	99	581	576	579	2	2	2	3	5	5	95	92	91	NA	1	2
Students with Disabilities	12	420	9069	57	76	92	550	508	508	8	10	11	17	31	30	75	55	58	NA	3	1
Students without Disabilities	283	5141	70588	98	98	100	578	568	573	1	3	2	2	6	5	96	90	91	NA	1	1
Limited English Proficient Students	12	507	9521	86	94	96	521	495	507	17	16	13	NA	26	24	83	57	63	NA	0	0
Migrant Students	--	32	694	--	91	98	--	532	546	--	6	5	--	16	12	--	78	82	--	NA	1
Economically Disadvantaged	100	2508	35341	93	95	97	573	548	551	2	5	5	5	12	12	93	82	83	NA	0	0
Non-Economically Disadvantaged	195	3053	44316	96	98	100	580	577	578	2	2	2	2	4	5	96	92	90	NA	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	306	5357	78400	94	95	97	569	568	554	9	16	21	17	16	19	61	50	47	13	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	149	2653	38686	96	96	98	570	566	554	9	15	20	13	16	20	68	53	49	9	16	12
Male	157	2703	39636	92	94	96	568	569	554	10	18	23	20	16	18	54	47	46	17	20	13
African American	16	211	4193	89	91	97	546	538	533	6	27	32	31	27	23	56	39	40	6	8	5
Hispanic	79	1741	30732	92	95	97	541	537	534	22	30	31	25	22	24	49	41	40	4	7	5
Asian/Pacific Islander	14	112	1827	93	95	99	630	590	594	NA	8	8	14	13	12	50	53	49	36	26	31
American Indian/Alaskan Native	NC	231	4536	NC	92	95	NC	539	528	NC	28	35	NC	26	25	NC	40	37	NC	6	4
White	190	3062	37038	95	95	97	579	588	575	5	7	11	11	11	14	68	57	56	16	25	19
Students with Disabilities	12	311	7840	52	62	81	532	508	498	25	46	60	25	24	18	50	26	20	NA	4	2
Students without Disabilities	294	5046	70560	97	98	99	570	571	560	9	14	17	16	15	19	61	51	50	14	19	14
Limited English Proficient Students	NC	468	8956	NC	92	95	NC	498	502	NC	63	56	NC	21	25	NC	15	18	NC	1	1
Migrant Students	NC	30	676	NC	81	95	NC	521	523	NC	43	38	NC	20	25	NC	37	36	NC	NA	1
Economically Disadvantaged	97	2339	33014	91	93	95	551	542	534	12	27	31	25	21	24	58	43	40	5	8	5
Non-Economically Disadvantaged	209	3018	45386	95	96	99	577	587	569	8	8	15	13	12	15	62	55	52	17	25	18

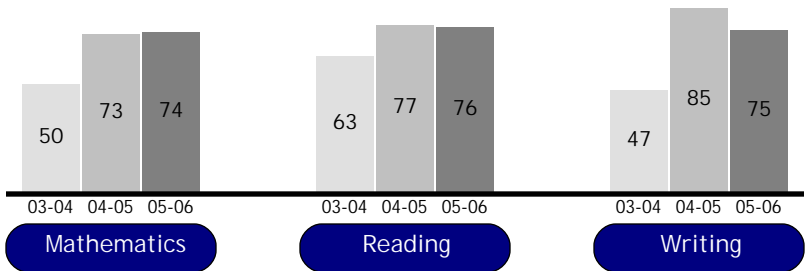
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	309	5417	79179	95	96	98	531	526	519	4	9	11	20	22	27	72	63	58	4	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	151	2669	38974	97	97	99	538	531	524	1	7	8	18	21	25	77	66	61	3	6	5
Male	158	2746	40124	93	95	97	524	522	513	7	11	13	22	23	28	66	60	54	5	6	4
African American	17	218	4243	94	94	98	509	507	506	6	13	14	47	30	32	47	55	51	NA	2	3
Hispanic	79	1754	30987	92	96	98	506	498	498	10	18	17	30	34	36	57	46	45	3	2	1
Asian/Pacific Islander	14	115	1832	93	97	99	552	535	543	NA	3	4	14	22	17	79	69	69	7	6	10
American Indian/Alaskan Native	NC	241	4573	NC	96	96	NC	502	494	NC	15	16	NC	32	41	NC	51	42	NC	2	1
White	192	3089	37467	96	96	98	542	545	539	2	3	5	14	14	17	80	74	70	5	9	8
Students with Disabilities	15	369	8567	65	73	88	485	470	467	27	35	39	27	37	38	47	26	22	NA	2	1
Students without Disabilities	294	5048	70612	97	98	99	532	530	524	3	7	7	20	21	25	73	66	62	4	6	5
Limited English Proficient Students	NC	470	9013	NC	92	95	NC	454	461	NC	47	40	NC	44	48	NC	9	12	NC	NA	0
Migrant Students	NC	34	680	NC	92	96	NC	481	487	NC	21	20	NC	47	43	NC	32	36	NC	NA	1
Economically Disadvantaged	98	2372	33345	92	95	96	508	503	499	6	16	17	35	33	36	58	49	46	1	2	1
Non-Economically Disadvantaged	211	3045	45834	96	97	99	541	544	533	3	4	7	13	14	19	78	74	67	6	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	302	5437	79734	93	96	99	551	548	554	1	3	3	24	22	19	75	75	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	148	2698	39243	95	98	99	570	561	568	1	2	2	9	15	12	91	82	85	NA	1	1
Male	154	2738	40413	91	95	98	533	536	541	2	4	4	38	29	26	60	67	70	NA	0	0
African American	16	221	4285	89	96	99	549	543	548	NA	2	3	13	27	22	88	71	74	NA	0	0
Hispanic	77	1761	31254	90	96	99	535	524	539	3	6	5	30	33	25	68	60	70	NA	0	0
Asian/Pacific Islander	13	112	1837	87	95	99	553	564	579	8	3	1	15	16	9	77	79	87	NA	2	2
American Indian/Alaskan Native	NC	241	4613	NC	96	97	NC	526	535	NC	6	4	NC	33	29	NC	60	67	NC	0	0
White	189	3102	37668	95	97	99	557	564	569	NA	1	1	23	14	13	77	84	85	NA	0	1
Students with Disabilities	10	376	8943	43	75	92	NA	484	495	NA	13	11	NA	55	51	NA	30	38	NA	3	1
Students without Disabilities	292	5061	70791	96	98	100	551	552	561	1	2	2	24	19	15	75	78	83	NA	0	0
Limited English Proficient Students	NC	479	9138	NC	94	97	NC	464	492	NC	20	13	NC	56	46	NC	24	40	NC	NA	NA
Migrant Students	NC	35	687	NC	95	97	NC	501	528	NC	9	6	NC	49	28	NC	43	65	NC	NA	NA
Economically Disadvantaged	97	2395	33718	91	95	97	532	527	538	3	5	5	33	33	26	64	62	69	NA	0	0
Non-Economically Disadvantaged	205	3042	46016	94	97	100	560	565	567	0	1	2	20	13	14	80	85	84	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	96	63	NA	54	97	57	55	50	95	70	61	54
	Language	96	65	64	58	97	62	58	52	94	68	65	58
	Mathematics	96	71	75	62	97	61	58	50	95	63	65	54
8	Reading	95	65	NA	55	98	58	57	51	95	67	63	58
	Language	97	64	58	52	98	56	55	50	94	65	59	56
	Mathematics	96	76	73	61	97	62	62	53	94	67	67	58
9	Reading	91	54	NA	42	93	68	60	51	94	67	63	52
	Language	92	56	54	42	93	66	59	50	94	67	63	50
	Mathematics	92	78	76	63	94	68	62	50	93	67	67	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Hendrix Junior High School

School Site Council

Council Composition

2 School Administrator(s)
0 Non-certified Employee(s)
5 Teacher(s)
5 Parent(s)
0 Community Member(s)
3 Student(s)

Council Duties

ü School Safety/Remodeling Needs
ü Student Achievement/Homework/Discipline
ü Parent/Educator Relations/Parent Classes
ü Curriculum Development
ü Extracurricular Activities
ü Student Travel

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	47.50
Other Professional Staff	6.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	2	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	4	0	0
10 or more years	9	25	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	192
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

ü Four Station Industrial Tech Facility	ü Weather Station
ü Four Computer Labs	ü Video Production Area

Extracurricular Activities

ü National Junior Honor Society	ü Special Interest Clubs
ü Band / Orchestra / Chorus	ü Service Learning
ü AIA Sanctioned Freshman Athletics	ü Drama / Dance
ü Student Government	ü Career Assistance Program

Social Services

ü After School and PRIDE Study Programs	ü Peer Mentoring and Tutoring Programs
ü Parenting Assistance	ü Counseling Sponsored Character Education
ü Specialized Counseling Groups	ü Free or Reduced Breakfast/Lunch Program
ü Regional Health Facility	ü School Resource Officer / LRE Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü AMC-8 Math Contest: 6 National Honor Roll Students.
CGCC 'Excellence in Math' Competition:
1st Pl. Team 8th Gr,
2nd/3rd Pl. Ind. 8th Gr, 2nd Place Ind. 7th Gr.
Math Counts: 1st Pl. Team Regionals (EV). 3 top 10 Ind.. 4th Pl. team at state.
- ü 4 students were accepted into the Metropolitan Youth Symphony. 1 student was accepted into the Southwest Symphony. 6 orchestra students placed in the MPS JH Honor Orchestra. 6 Choir students qualified for the MPS JH Honor Choir.
- ü 1 band/1 orchestra students qualified for the All-State Festival of Honor.
2 band/2 orchestra students qualified for the HS Reg. Festival of Honor.
Concert Orchestra received a Superior rating at the MPS Advanced Orchestra Festival.
- ü 13 students were published in the Anthology of Poetry by Young Americans. 8 ELP English students were published in the Creative Communications Anthology. 1 8th gr./2 7th gr. students received Honorable Mention - 2006 Voices District Writing Contest.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A school emergency response plan has been implemented utilizing local police/fire and district consultants. It includes a variety of possible situations and complete instructions for students/staff/parents. Regular practices are held with students/staff and monitored by local authorities. Staff receives regular emergency response training from school, district and city-level personnel. All staff, students and visitors are required to wear ID/photo identification at all times while on the campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

39

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Carlos Alvarado	(480) 472-3305
Transportation Policy	Kathy Bareiss	(480) 472-7201
Community Resources	Carlos Alvarado	(480) 472-3305
School Nutrition Programs	Jill Benza	(480) 472-0910
Parent Organization	Kelly Day	(480) 732-1580
Student Health/Nurse	Carol Peru	(480) 472-3304

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.